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EXECUTIVE SECRETARIAT
ROUTING SLIP

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Date

Remarks

18 June 85

Date

3637 (10-81)

Date

ROUTING AND TRANSMITTAL SLIP

12 Jun 85

TO: (Name, office symbol, room number, building, Agency/Post)	Initials	Date
1. Exec Secy, Tng Sel Bd		
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Action	File	Note and Return
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As Requested	For Correction	Prepare Reply
Circulate	For Your Information	See Me
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Coordination	Justify	

REMARKS

Attached is the "Student's individual copy" which we provide the graduated student, per regulations. Since this one is now classified, I don't know how your agency wants to handle it, so could you disseminate for me? If I shouldn't prepare this student's copy, could you call me and let me know for future years?

Thank you.

DO NOT use this form as a RECORD of approvals, concurrences, disposals, clearances, and similar actions

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<i>Joan E. Capehart</i>	B-08
(Mrs) Joan E. Capehart	Phone No. (717)
Records Br, USAWC, Carlisle Bks, PA 17013-5050	245-3901

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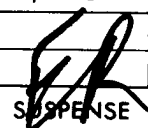
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		 SUSPENSE _____ Date _____			

Remarks

Executive Secretary
18 June 85

Date

3637 (10-81)

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8	DDS&T				
9	Chm/NIC				
10	GC				
11	IG				
12	Compt				
13	D/EEO				
14	D/Pers				
15	D/OLL				
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SUSPENSE

Date

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Executive Secretary

3/8/84

Date

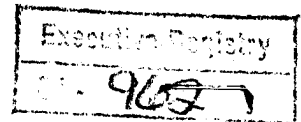
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REPLY TO
ATTENTION OF

AWCSA

DEPARTMENT OF THE ARMY
US ARMY WAR COLLEGE
CARLISLE BARRACKS, PENNSYLVANIA 17013



AH.OTE 84-6000
ER 83-5370

5 MAR 1984

Mr. William J. Casey
Director
Central Intelligence Agency
Washington, DC 20505

Dear Mr. Casey:

On behalf of the Commandant, the US Army War College is pleased to accept your two nominations for the US Army War College Resident Class of 1985. Welcoming Packets have been sent to each nominee.

The US Army War College will honor your request concerning the official status of your representatives.

William T. Leggett, Jr.
Colonel, Infantry
Secretary/Chief of Staff



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EXECUTIVE SECRETARIAT

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10	GC				
11	IG				
12	Compt				
13	D/EEO				
14	D/Pers				
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18	AO/DCI				
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Remarks

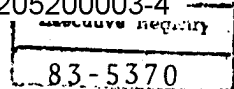
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DEPARTMENT OF THE ARMY
US ARMY WAR COLLEGE
CARLISLE BARRACKS, PENNSYLVANIA 17013



REPLY TO
ATTENTION OF

AWCSA

1 NOV 1983

Mr. William J. Casey
Director
Central Intelligence Agency
Washington, DC 20505

Dear Mr. Casey:

The US Army War College, on behalf of the Department of the Army, is pleased to extend an invitation to your agency to nominate two individuals to attend the Resident Class of 1985. Firm dates will be provided to the selectees in the letter of welcome to be sent at a later date. Tentative key dates for the academic year are:

- a. Reporting Period - 15-29 July 1984.
- b. Opening Exercises - 6 August 1984.
- c. Graduation - 10 June 1985.

As an assistance in selecting an individual who will profit most from this educational experience and who, in turn, can contribute most effectively, the following data concerning our students is provided. The average age is 43, with 18 years of federal service. Ninety-eight percent will have four years of college education, and sixty-two percent will have earned masters degrees. The majority will have command experience at the battalion level. Half will have served on a service departmental staff and ten percent will have service as members of Joint/DOD/Unified staffs. Statistical data pertaining to the three most recent classes is provided at Inclosure 1.

Information regarding the US Army War College curriculum is described in the inclosed Curriculum Pamphlet for Academic Year 1984; the ensuing academic year will be comparable in content and scope.

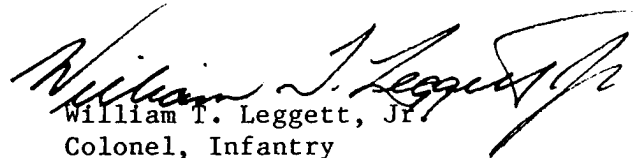
Request that the name and address of the individuals nominated be sent to the Commandant, US Army War College, by 15 February 1984. If this invitation is to be declined, please advise me as soon as possible.

-2-

1 NOV 1983

We would be pleased to have you or your representative visit the College at your convenience so that we may explain our curriculum in detail. If a visit is possible and desired, please call me at (717)245-4515.

Sincerely yours,


William T. Leggett, Jr.
Colonel, Infantry
Secretary/Chief of Staff

2 Enclosures



DEPARTMENT OF THE ARMY
US ARMY WAR COLLEGE
CARLISLE BARRACKS, PENNSYLVANIA 17013

10 AUG 1983

REPLY TO
ATTENTION OF

AWCSA


SUBJECT: USAWC Statistical Data AY 84

SEE DISTRIBUTION

The attached statistical data concerning the 1984 USAWC Resident Students is furnished for information. The Army Research Associate Students, USMA Fellow and International Fellows are not included in these statistics.

FOR THE COMMANDANT:

1 Incl
as


WILLIAM T. LEGGETT, JR.
Colonel, Infantry
Secretary/Chief of Staff

DISTRIBUTION:
U2, S
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Incl 1

USAWC AY84 STATISTICAL DATA

PART I - STUDENTS
(as of 1 August, each year)

1. <u>Age (years & months)</u>		<u>1982</u>	<u>1983</u>	<u>1984</u>
a. <u>Average age</u>				
USA Active List	No.	163	158	158
	Yr/Mo	42/05	43/06	43/06
USMA Grad	No.	32	20	26
	Yr/Mo	41/05	42/06	42/06
Non-USMA	No.	131	138	132
	Yr/Mo	42/06	43/06	43/06
USN	No.	5	3	8
	Yr/Mo	39/08	42/04	39/04
USMC	No.	7	8	8
	Yr/Mo	42/04	41/06	44/05
USAF	No.	16	16	16
	Yr/Mo	41/06	40/05	41/04
USCG	No.	1	1	1
	Yr/Mo	41/01	43/00	41/06
USAR, ARNG, ANG,	No.	20	21	21
USCGk	Yr/Mo	43/06	43/07	45/07
Civilians	No.	11	15	16
	Yr/Mo	41/05	45/06	44/08
All Students	No.	223	222	228
	Yr/Mo	42/05	42/06	43/06
b. Youngest	Yr/Mo	35/11	35/10	35/05
c. Oldest	Yr/Mo	53/11	55/01	51/10

2. Source of Commission

	<u>USA/USAR/ARNG</u>			<u>USN</u>			<u>USMC</u>			<u>USAF/ANG</u>			<u>USCG</u>			<u>TOTAL</u>		
	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84
Svc Acad	32	20	26	0	0	2	1	0	0	1	6	3	1	1	1	35	27	32
ROTC	110	122	98	2	2	3	2	1	2	13	9	9	0	0	0	127	134	112
UCS, OTC & PLC	23	16	34	3	1	2	4	5	4	3	1	3	0	0	0	33	23	43
Avn Cadet	0	0	0	0	0	1	0	2	1	1	0	1	0	0	0	1	2	3
AUS Direct	8	5	6	0	0	0	0	0	1	0	0	0	0	0	0	8	5	7
Reserve Direct	1	4	4	0	0	0	0	0	0	0	0	0	1	0	0	2	4	4
National Guard	6	11	10	0	0	0	0	0	0	0	1	1	0	0	0	6	12	11
Merchant Marine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	180	178	178	5	3	8	7	8	8	18	17	17	1	1	1	212	207	212

Incl 1

USAWC AY84 Statistical Data (Student-cont)

3. <u>Class Composition</u>	<u>1982</u>	<u>1983</u>	<u>1984</u>
a. <u>Uniform Services:</u>			
<u>USA Combat Arms</u>			
ADA	10	7	13
Armor	21	26	12
FA	18	32	31
Inf	<u>41</u>	<u>45</u>	<u>41</u>
	90	110	97
<u>USA Support Arms</u>			
CE	17	10	19
MI	8	9	7
MPC	4	3	1
SigC	<u>9</u>	<u>5</u>	<u>12</u>
	38	27	39
<u>USA Services</u>			
AGC	9	10	8
ANC	0	2	1
CA	0	1	0
Ch	2	2	2
CmIC	1	1	1
DC	1	1	0
FC	3	1	1
JAGC	2	2	2
MC	4	2	2
MSC	6	4	6
OrdC	7	5	5
QHC	8	2	7
SP	0	0	1
TC	9	7	6
VC	<u>0</u>	<u>1</u>	<u>0</u>
	<u>52</u>	<u>41</u>	<u>42</u>
<u>USA Total(incl ARNG & USAR)</u>	<u>180</u>	<u>178</u>	<u>178</u>
USN	5	3	8
USMC	7	8	8
USCG	1	1	1
USCGR	1	0	0
USAF	16	16	16
ANG	<u>2</u>	<u>1</u>	<u>1</u>
	<u>32</u>	<u>29</u>	<u>34</u>
<u>Total Military</u>	<u>212</u>	<u>207</u>	<u>212</u>
b. <u>Civilians</u>			
CIA	1	1	0
DAC	2	6	9
DAFC	0	0	0
DCA	0	1	1
DIA	1	1	1
DLA	1	1	1
DMA	2	1	0
FBI	1	0	0
NSA	1	1	1
D/State	1	2	1
USFS	1	1	1
USICA	<u>0</u>	<u>0</u>	<u>1</u>
<u>Total Civilians</u>	<u>11</u>	<u>15</u>	<u>16</u>
c. <u>CLASS TOTAL</u>	<u>223</u>	<u>222</u>	<u>228</u>

USAWC AY84 Statistical Data (Students-cont)

4. <u>Education, Civilian & Service Schools</u>		<u>1982</u>	<u>1983</u>	<u>1984</u>
a. <u>Civilian Highest Degree Attained:</u>				
Doctorate	No.	3	7	3
	%	1.3%	3.2%	1.3%
Law Degrees	No.	3	2	4
	%	1.3%	0.9%	1.8%
Medical Field Degrees	No.	4	5	2
	%	1.8%	2.2%	0.9%
Masters	No.	150	139	143
	%	67.2%	62.7%	62.7%
Bachelors	No.	61	65	73
	%	27.3%	29.3%	32.0%
Associate	No.	1	1	1
	%	0.4%	0.4%	0.4%
Some College, no degree	No.	1	3	2
	%	0.4%	1.3%	0.9%
TOTAL	No.	<u>223</u>	<u>222</u>	<u>228</u>

b. Military Service Colleges & Equivalent Schools (Armed Forces Officers only)

USACGSC, AFSC or Equiv				
Graduated	No.	206	206	205
	%	97.2%	99.5%	96.7%
Non-Graduates	No.	6	1	7
	%	2.8%	0.5%	3.3%
CLASS TOTAL	No.	<u>212</u>	<u>207</u>	<u>212</u>

5. Servicea. Length of Active Federal Commissioned Service
(Armed Forces Active Duty Officers only)

USA	No.	163	158	158
	Yr/Mo	19/04	20/04	19/04
USN	No.	5	3	8
	Yr/Mo	16/08	17/04	16/06
USMC	No.	7	8	8
	Yr/Mo	19/03	20/04	19/05
USCG	No.	1	1	1
	Yr/Mo	19/02	19/01	19/01
USAF	No.	16	16	16
	Yr/Mo	<u>18/04</u>	<u>18/05</u>	<u>19/05</u>
CLASS TOTAL	No.	<u>192</u>	<u>186</u>	<u>191</u>
	Yr/Mo	19/04	19/04	18/10

5. Service (Cont)
 B. Type of Experience, CO & DCO
(Armed Forces Officers Only)

(1) Command Echelon

SF Det or Co	No.	1	1	1
	%	0.4%	0.4%	0.5%
Bn	No.	159	154	151
	%	70.6%	69.4%	71.9%
Regt/Bde/Gp/BG	No.	4	5	5
	%	1.7%	2.3%	2.4%
Svc/Actv/Unit	No.	20	16	19
Instl	%	8.8%	7.2%	9.0%
Equiv Experience*	No.	1	0	1
	%	0.4%	0.0%	0.5%
No Bn or Higher	No.	40	46	33
Expc-Total	%	17.7%	20.7%	15.7%
USA	No.	25	37	16
	%	62.5%	80.5%	7.6%
USN	No.	3	1	7
	%	7.5%	2.1%	3.3%
USMC	No.	3	3	3
	%	7.5%	6.6%	1.4%
USCG	No.	1	0	0
	%	2.5%	0.0%	0.0%
USAF	No.	8	5	7
	%	20.0%	10.8%	3.3%

(2) Staff Echelon

DOD*	No.	15	16	7
	%	6.8%	7.8%	3.3%
Combined	No.	4	9	7
	%	1.8%	4.4%	3.3%
Unified, Joint	No.	7	4	10
	%	3.2%	1.9%	4.8%
Dept HQ Staff	No.	106	124	50
	%	48.6%	59.9%	23.8%
Major Command	No.	14	27	49
	%	6.4%	13.1%	23.3%
Army**	No.	1	1	14
	%	0.5%	0.4%	6.7%
MAG/Mission	No.	2	4	3
	%	0.9%	1.9%	1.4%
Attache	No.	3	3	2
	%	1.3%	1.4%	1.0%
None of above	No.	66	19	68
	%	30.2%	9.2%	32.4%

NOTE: USN/USMC/USAF/USCG members included and considered on a basis of equivalent command experience.

* Includes major DOD Agencies and OSD assignments.

** Comparable type HQ for USN, USMC, USAF and USCG.

USAF AY84 Statistical Data (cont)

PART II - FACULTY
(as of 1 August, each year)

1. Age (years)	1982	1983	1984
a. Average	46	47	43
b. Youngest Faculty	32	32	33
c. Oldest Faculty	77	78	79

2. Source of Commission

	USA/USAR/ARNG			USN			USMC			USAF			TOTAL		
	82	83	84	82	83	84	82	83	84	82	83	84	82	83	84
Svc Acad	25	31	33	0	0	1	0	0	0	1	1	1	26	32	35
ROTC	42	42	44	0	0	0	0	1	0	2	1	1	44	44	45
OCS, OTC & PLC	11	7	9	0	0	0	1	1	2	0	1	1	12	9	12
Avn Cadet	0	0	0	1	1	1	1	0	0	0	0	0	2	1	1
AUS Direct	1	1	1	0	0	0	0	0	0	0	0	0	1	1	1
Reg Army Direct	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Reserve Direct	6	6	4	0	0	0	0	0	0	0	0	0	6	6	4
National Guard	2	2	2	0	0	0	0	0	0	0	0	0	2	2	2
Merchant Marine	0	0	0	1	1	0	0	0	0	0	0	0	1	0	0
TOTAL	87	89	94	2	1	2	2	2	2	3	3	3	94	95	101

3. Faculty Composition

a. Uniform Services:

General Officers

USA Combat Arms

ADA

Armor

FA

Inf

USA Support Arms

CE

MI

MPG

SigC

USA Services

AGC

Ch

CmlC

FC

JAGC

MS

OrdC

QMC

TC

USA Total(incl ARNG & USAR)

USN

USMC

USAF

Total Military

1982

1983

1984

2

2

2

5

8

9

8

9

7

16

18

20

25

22

23

54

57

59

1

3

3

13

8

8

2

0

2

3

5

3

19

16

16

2

4

6

1

2

1

1

0

0

0

0

1

2

2

2

0

1

1

2

1

1

2

2

2

2

2

3

12

14

17

87

89

94

2

1

2

2

2

2

3

3

3

7

6

7

94

95

101

3. Faculty Composition (cont)

198219831984b. Civilians

Dept of Army

23

24

21

Dept/State--USFS

111

Total US Govt Agencies

242522

c. FACULTY TOTAL

118

120

123

4. Education, Civilian & Service Schools
(All Faculty)a. Civilian Highest Degree Attained:

Advanced Degrees

107

108

115

Bachelor Degrees

11128

TOTAL

118

120

123

b. Service Schools & Equivalent

USACGSC, AFSC or Equiv

92

91

102

Sr Svc Col Level

USAWC

70

60

67

AWC

3

3

1

NWC

5

5

5

NaWC

2

2

3

ICAF

3

0

1

Fgn

0

0

1

Equiv Credit

322

TOTAL

86

72

80

No SSC Credit

324443

c. FACULTY TOTAL

118

116

123

5. Service in years (Active Federal
Commissioned Service)

a. Average Length

23

23

22

b. Junior in Service

10

13

6

c. Senior in Service

34

35

31

CURRICULUM PAMPHLET

ACADEMIC YEAR 1984



**US ARMY WAR COLLEGE
CARLISLE BARRACKS, PA.**

"NOT TO PROMOTE WAR, BUT TO PRESERVE PEACE."

Incl 2



DEPARTMENT OF THE ARMY
US ARMY WAR COLLEGE
CARLISLE BARRACKS, PENNSYLVANIA 17013

REPLY TO
ATTENTION OF

AWCA

20 July 1983

This pamphlet discusses the educational program for Academic Year 1984, establishes the relationship among the various curricular elements, outlines instructional methods used at the US Army War College, and describes the activities which support the academic program.

A handwritten signature in cursive script, reading "Charles M. Hersh", is centered on the page.

CHARLES M. HERSH
Director of Academic Affairs

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National War College
Industrial College of the Armed Forces
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UNITED STATES ARMY WAR COLLEGE

“Not to promote war, but to preserve peace by intelligent and adequate preparation to repel aggression, this institution is founded.”

Elihu Root, Secretary of War

PURPOSE

The purpose of the US Army War College is to qualify you to contribute with distinction to the preparation for and potential conduct of war in support of national policy. The range of professional development thus implied focuses not on your next job, but on those that follow, for as a graduate, you will join the ranks of those officers from which the very highest leadership of the Army will be selected for the remainder of this decade and the next.

Fundamental to this purpose is an education which will ensure that you will be a fully developed professional who

- is skilled in the art and science of land warfare
- holds strong personal and professional values
- is sensitive to the political, economic and societal factors which influence our nation's security and well being.

OBJECTIVES

To accomplish this purpose, the College provides the learning environment and educational opportunities to cultivate your personal and professional growth, and to promote continuing habits of objective analysis, self-assessment, and independent judgment. Specifically, the educational objectives focus on preparing you to:

- a. Command, lead, manage, and staff the principal Army organizations and systems.
- b. Manifest, articulate, and develop in others professional military values.
- c. Recognize, analyze, and articulate the impact of US policy decisions on national security.
- d. Recognize, analyze, and articulate the impact of the actions and policies of allies, neutrals, and adversaries on US national security.
- e. Translate national security policy into military objectives and supporting military concepts.
- f. Develop strategies, operational concepts, and plans to carry out national security policies and military objectives in worldwide contingencies.
- g. Assess and allocate the forces required to execute a national military strategy and its contingency plans.
- h. Mobilize, deploy, and employ forces in support of strategic plans.
- i. Perform at a higher level in your specialty.

WHAT TO EXPECT — AND WHY

As a student officer entering the College, what can you expect of the curriculum? How is it designed to promote those human and professional qualities you will need to capably perform such an undertaking?

The War College curriculum assumes your tactical competence and your ability to control, maneuver and support divisional units. The focus here instead, is on the higher and interlocking levels of national security policy, strategy, strategic and joint planning, and consideration of the nature and application of the entire spectrum of power from military assistance through the operational maneuver of large combat formations (Corps and above) in general war. Thus, the course requires a much deeper understanding of the relationship between military force and national political aims, and a thorough appreciation of the theory of war as a political, social, and moral phenomenon.

The curriculum will also focus on the characteristics of performance expected of the professional at the very senior levels. In order to design a curriculum to serve as a catalyst in your transition to this higher professional level, the College must make some generalizations about the character of your career up to now and its character after you graduate. Figure I represents that characterization.

INCOMING STUDENT

Held positions of relatively limited scope and responsibility.

Worked in a well-defined environment.

Performs primarily on a short-term focus (measured in weeks or months).

Has been executor of policy.

Has strong personal integrity.

USAWC GRADUATE

Will hold positions of broad scope and great responsibility.

Will work in highly ambiguous environments.

Will perform responsibilities of a long-term nature (measured in years).

Will be an initiator of policy.

Sets ethical climate for Army.

FIGURE I

The College must also do more than just provide you with new knowledge. The "whole person" is the target of our academic focus. We, therefore, provide you a program intended to affect not only the way you think about your professional work, but also your profession, your family, your physical and emotional well-being, and your relationships with peers. In other words, the College will provide you a comprehensive frame of reference that should enable you to perform with consummate skill the full range of responsibilities that will challenge you for the duration of your career.

WHAT TO EXPECT — MORE SPECIFICALLY

The College applies a purposeful academic process to effect this professional transition. The initial step is toward an improved knowledge of yourself. Only after you are fully able to understand your own strengths, weaknesses, biases, and experiences will you be able to assess your learning needs for the year and see how such characteristics influence the way you perceive your professional environment. The earlier courses of the Common Overview are designed to help you assess yourself and your profession; increase your appreciation of the political and social goals of our constitutional democracy; improve your understanding of the way nations of the twentieth century interact; and develop your overall professional competence through the study and analysis of war, national power, and strategy. Later courses will address operational forces, doctrine, the Army, and how all these come together in the preparation for war and the conduct of war. Through all this, you will concentrate on concepts rather than facts. Rather than providing answers, you will address the theory that links those concepts together so that you can reflect on them, challenge them, and pose the right questions. And you will concentrate not on fixed formulations, but on approaches and techniques for applying your concepts and theories.

Upon graduation, you will be able to take with you not only the knowledge you will need but, more importantly, that broad and scholarly set of concepts and intellectual tools you will need in order to cope effectively with the complex and ambiguous professional environment you will be entering.

YOUR CHALLENGE

The nature of the curriculum is such that it cannot be free from controversy. Your year here will likely be the only period in your career when you are encouraged to consider and challenge your own intellectual assumptions and prejudices about the nature of war, peace, politics, and the ethics and utility of military power. There are at least two sides to every issue you will address at the War College, and there are no school solutions. During your course you will have to work intentionally and intensively at the conceptual level, bringing informed critical judgment to everything you do. The curriculum demands that you cultivate the art of intelligent questioning. Unexamined acceptance of assumptions and the status quo is neither expected nor desired. This quality of conceptual thinking can only result from close, detailed, reflective study of a wide spectrum of military disciplines, and it can only be done by imaginative people who have trained themselves to think logically about tough problems. That will be your goal and your challenge during your academic year.

THE LEARNING ENVIRONMENT — AN INSTITUTION OF EXCELLENCE

The War College is intent on institutionalizing strategic excellence and being the Army's center for that endeavor. Toward that end, we have designed an academic environment in which you the student are the hub. The college's goal is to teach and simultaneously contribute to the Army and to the full body of knowledge of military art and science. This is done by involving you the student in almost all the scholarly activity at the college in such a way that by participating in it, you will learn from it, and contribute to it.

Learning at the Army War College is attained by reading, study, research, and reflection; by attendance at lectures, participation in discussions, and preparation of written studies and oral presentations; and by a critical evaluation of all subject matter. The curriculum is constructed to place the maximum share of responsibility for learning on **you** in an atmosphere of professional military scholarship and camaraderie.

The *student seminar group* is the fundamental learning vehicle of the College. It is the principal forum for exchanging ideas and addressing problems. These small 15-17 man groups work under the direction of a faculty instructor who serves as both a source of knowledge and discussion facilitator. During seminar group sessions you will face the challenge of submitting your ideas and views to critical analyses by your faculty instructor and peers who collectively possess an exceptional range of expertise. Similarly, you will find ample opportunity to exercise the fine art of assenting and dissenting logically, tactfully, and convincingly. Seminar group membership is changed periodically to increase your exposure to different views and experiences, and to promote acquaintances within your class.

You and your family will be encouraged to grow professionally, intellectually and personally through participation in a wide variety of curricular and extracurricular programs. We try to ensure that these programs do not operate as independent entities but instead are fully integrated, one with the other. Thus we are able to exploit the full potential contribution of each.

By way of providing you an understanding of the college environment, the next several pages provide a description of the programs, activities, and appropriate organizational entities with emphasis on how **you** the student fit into them.

THE FACULTY

The faculty departments contribute to all the programs and functions of the College. While one faculty department may sponsor a course of the Common Overview (see Figure II) and provide a Course Director responsible for its design and preparation, each course is formulated and taught as a multidisciplinary collegial effort, as much as that is possible. Therefore, in support of the learning objectives of a particular course, you will likely undergo lessons designed to expose you to an issue's ethical dimension, its strategic dimension, its managerial dimension, or its historical dimension. These will be taught by a variety of faculty instructors from the departments comprising the faculty teaching team.

Faculty members in each of the departments are well-credentialed experts in specific areas of military art and science and contribute through teaching, research, and war gaming to your professional development and to the professional body of knowledge. While the academic environment is a varied one, teaching is our priority effort and the curriculum our number one program.

THE RESIDENT CURRICULUM, AY84

The forty-four week Academic Curriculum consists of three phases:

The Common Overview (33 weeks)
Advanced Courses (10 weeks)
National Security Seminar (1 week)

8 August 1983 - 23 March 1984
26 March 1984 - 1 June 1984
4 June 1984 - 8 June 1984

THE COMMON OVERVIEW — CURRICULAR THEMES

The Common Overview consists of 10 courses, as depicted in Figure II, and is the basic academic effort undertaken by all USAWC students.

Each course and curricular event contributes to your professional development in a special way. The Common Overview is a progression of carefully interrelated courses, each course building on preceding courses. In addition, the Common Overview is designed around several unifying themes. These essential themes are:

- **Student-focused educational process**

The most effective learning occurs when students are actively involved in their own learning environment. For this process to work most effectively, students need to progress through four distinct phases. The ten courses of the Common Overview contribute to these four phases as discussed below. Details of all courses are presented later. Note also that most courses serve more than one phase of this process.

Phase 1 — The opportunity for improved knowledge of self. After you better understand your own biases, learning style, personal values, and intellectual strengths and weaknesses, you will be much better prepared to address the remainder of your learning experience. Course 1 is especially designed to afford you this expanded self-understanding.

Phase 2 — The acquisition of fundamental concepts, theories and approaches. Your studies here on the art and science of war and the military profession will provide a set of conceptual tools to aid your professional development and future decisions. Course 2 is dedicated fully to this phase. Courses 3 through 6 serve both this theoretical development phase and the next phase.

Phase 3 — An appreciation of historical perspectives, current realities, and their implications for the future. Most courses will use examples from military history, case studies or other practical sources to develop some historical perspective. Courses 3, 4, 5, 6, 7, and 10 will focus on current realities and potential future applications.

Phase 4 — The opportunity to practice, experiment with and demonstrate to yourself, competence through the application of knowledge. The numerous exercises, case studies, writings, and politico-military simulations that you will be immersed in will focus on this step. Courses 4 through 10 all contain large components of learning-by-doing through which you can experiment with your new knowledge.

- **Planning Theme**

Your development as a better military planner is a major goal of the College. In this regard you will find planning with all its forms, levels and considerations an overarching theme. National policy development, military strategy, and national strategic planning will be major components of Course 2. Course 3 will emphasize Joint Strategic Planning (JSPS), Joint Operational Planning (JOPS), Resource Planning through the Planning, Programming and Budgeting System (PPBS), and the interrelationship of these three planning systems. In Course 5, force structuring processes and implications of mobilization planning will be addressed. Courses 8 and 9 will focus on contingency planning and Echelons above Corps (EAC) campaign planning. Through all these you will gain important understandings of the different time horizons and the critical impact that time, force capabilities, and doctrine, have on the efficacy of plans.

- **Ethics Theme**

Because of the magnitude and nature of the issues and the vast impact of decisions you will confront, the ethical climate for the senior officer is qualitatively and quantitatively different than that you have experienced up to now. It warrants a most sensitive and comprehensive understanding of the ethical and human dimensions of our profession. Course 1 will lay the groundwork for ethical considerations as senior professionals; Course 2 will address the moral dimension of national security policy; and every course thereafter contains some consideration of relevant ethical issues. The Ethics and Professionalism Complementary Lecture Series will also focus on this area.

- **Soviet Studies**

Throughout the Common Overview, but particularly in courses 2, 4, 7, 8 and 9, comprehensive coverage of Soviet studies will be provided. This coverage is designed to parallel coverage of US studies so that comparative analyses can be made.

- **Personal and Family Health and Fitness**

Holistic health will be a continuing theme throughout your stay at the College. Readiness is best served by senior officers knowledgeable in matters of their own health, fitness and stress reduction, as well as educated in the management of these matters Army-wide. Family health is also emphasized throughout the year. Therefore, interspersed throughout the College curriculum, you will find special lectures and programs addressing these issues for you and your spouse.

- **Total Army**

Over half the Army's total deployable force structure is in the Army National Guard and the US Army Reserve. The management of these forces is of paramount importance to total force readiness. The War College program is designed to afford you an extensive appreciation of the capabilities, challenges, and opportunities afforded by the reserve components. A number of senior reserve officers will be in your seminars with you for two weeks during Course 3 as a part of the Senior Reserve Component Officer Course. Additionally, you will have at least one reserve component student officer in your seminar throughout the Common Overview. The presence of these officers affords the seminar a valuable and continuing resource of information regarding the views of the reserve components on any issue under discussion. A major portion of Course 4 will focus on force capabilities to include those of the reserve components, and Course 5 will address total force structure management and also include a mobilization exercise. You will be expected to bring your understanding of all these issues to bear during your considerations of the application of power in Courses 8 and 9 and global issues of Course 10.

- **Military History Theme**

The ability to test concepts against past experiences is essential to sound military judgment. The College will provide a number of opportunities for you to do this. Many courses address a portion of their learning objectives through historical analyses. These range from brief readings to detailed analyses of case studies. The complementary lecture series in history will provide even more historical insights for your consideration.

- **Echelons Above Corps (EAC) and Doctrine at the Operational Level**

A major theme and focus of the College is doctrine and operations at echelons above the Army corps. This theme pervades the Common Overview and is also at the center of much of the College's efforts outside the resident curriculum. Courses 1 and 5 are the only courses not somehow related to this theme. Others, like Courses 2 and 6, are essential in setting the national and international strategic background for this theme.

The Army's concentration for many years on doctrine for corps and below has left a doctrinal void at the higher echelons of command. Major research and study efforts are being undertaken by the College faculty to develop such doctrine to address command levels between Corps and the Unified Commands. You can play a significant role in these efforts, if you wish, by focusing your Military Studies Program research in this area or selecting Advanced Courses which may contribute to new knowledge in these areas. During the Common Overview there will also be several opportunities, particularly during exercises, where your testing of innovative ideas may simultaneously enhance your own education and contribute to the doctrinal body of knowledge.



THE COMMON OVERVIEW — COURSE DESCRIPTIONS

COURSE 1 — REQUIREMENTS OF THE PROFESSIONAL

This fourteen day course focuses on the following areas: self-assessment; senior management, decisionmaking, leadership and command; ethics and professionalism; personal and family wellness and holistic health. Through this course you will:

- Develop a self-awareness of intrapersonal and interpersonal characteristics, values, leadership styles, and skills for application to self and others in an organizational setting.
- Synthesize and apply contemporary academic views of management theory and organizational dynamics to practical application for the senior military executive.
- Recognize the presence and absence of ideal values, standards, and ethics of the military professional in peace and war and formulate ideas in coping with these in senior leadership roles.
- Recognize that the decisionmaking process involves ethical considerations to include consequences on the individual, organizations, and institutions.
- Recognize the importance of personal and family wellness and the conditions that contribute to and detract from that well-being; especially as they pertain to the soldier and military readiness.

Objectives. Professionals must understand themselves, their organizations, and their profession, in order to improve their leadership skills for future career assignments. They must display and articulate professional military values in their organizations and in public. Students are, therefore, provided the opportunity to:

- a. Develop greater self-awareness of intrapersonal and interpersonal characteristics, values, leadership styles and skills for application to self and others in an organizational setting; and practice these in seminars for the remainder of the college curriculum.
- b. Recognize the ethical values and norms in the military profession and develop a personal ethical approach for senior-level leadership.
- c. Recognize the ethical dimensions in policy issues and consider these throughout the remainder of the college curriculum.
- d. Enhance understanding of the impact of major behavioral issues upon decisionmaking and commitment to organizational goals.
- e. Understand senior-level governmental approaches to quantitative and non-quantitative decisionmaking.
- f. Become familiar with the art of command in peace and war and how the similarities can best be utilized to maximum advantage and the differences examined with a view to achieving greater realism in our training.
- g. Understand the relationship between the military family and Army readiness; and develop with spouse the knowledge and skills necessary to implement and manage programs in response to this relationship in future assignments.
- h. Understand the relationship of physical fitness to Army readiness; and develop and practice personal fitness habits.
- i. Reinforce concepts by analyzing a series of contemporary issues of enduring concern to senior decisionmakers.

COURSE 2 — WAR, POLITICS, POWER AND STRATEGY

This thirty-seven day course establishes the conceptual and theoretical basis for the analysis of war, politics, power and strategy. Through this course you will analyze: the theory and nature of war; the elements of national power; societal, economic and political factors and their impact on national security; historical and contemporary US national strategy; fundamentals of military strategy; and global challenges to US national interests.

Objectives. The professional must understand the historical, theoretical and conceptual underpinnings of his profession. This knowledge will provide the essential analytic tools he must be able to bring to bear if he is to contribute to the solution of the weighty and ambiguous issues he will face for the remainder of his career. The student is, therefore, provided the opportunity to:

a. Recognize the value of Clausewitz' theory of war and understand the implications of his major theoretical concepts for the conduct of war in the present day and be able to compare and contrast this theory with other major theorists.

b. Identify and describe the key trends in warfare with emphasis on the 20th Century and develop a coherent personal view of the American adaptation of those trends.

c. Recognize and analyze the major domestic and international factors and issues affecting US national security and explain how they are linked to the US national security policymaking process.

d. Understand the national security policymaking process with emphasis on the role of the National Security Council as a synthesizer, and the major participating governmental agencies.

e. Understand the role of military planning in support of national strategy and the process by which national objectives are translated into military strategy.

f. Identify and describe the essential elements of military strategy; compare and contrast land, sea and air strategies; understand the technical terms and analyze the strategic concepts associated with various types of warfare.

g. Understand how national interests and objectives influence national strategy and recognize and assess the utility of the various instruments of national power (political, economic, socio-psychological, technical, and military).

h. Recognize and articulate the moral dimension of national security policy.

i. Analyze and evaluate current US military strategy.

j. Assess the domestic and international factors which influence Soviet interests, policy, strategy, and ideology.

COURSE 3 — PLANNING AND DECISIONMAKING

This ten day course builds immediately on the policy formulation and national strategy process addressed in Course 2. The focus herein is on the processes and interconnections of the Joint Strategic Planning System, the Joint Operation Planning System and the resource allocation or Planning, Programming and Budgeting System. In addition to these systems, you will analyze joint command roles and relationships and the Joint Chiefs of Staff to include its history and the proposals for its reorganization.

Objectives. Effective senior policymakers, commanders and staff directors must have a thorough understanding of the governmental decisionmaking systems employed in the formulation of military policies, strategies, programs and plans. The student is, therefore, provided the opportunity to:

a. Understand the role of military planning in support of national strategy to include the Joint Strategic Planning System/Planning, Programming, and Budgeting System/Joint Operation Planning System (JSPS/PPBS/JOPS) by which national policy and strategy are translated into military strategy, planning guidance, and subsequently into resource allocation and operational plans.

b. Understand the roles, missions and interaction of the Office of the Secretary of Defense, the Organization of the Joint Chiefs of Staff, the Unified/Specified Commands, the Service Staffs, and the processes by which:

1. Midrange strategy and resource guidance is formulated using the Joint Strategic Planning Document and promulgated in the Defense Guidance.

2. The Department of the Army proposes to allocate resources over a five-year period as promulgated in the Program Objective Memorandum.

3. The Department of Defense develops a program with the Planning, Programming and Budgeting System to allocate resources over a five-year period as promulgated in the Program Decision Memorandum.

4. A Defense Budget is prepared within the Defense Department and the Executive Branch of government and presented to the Congress on an annual basis.

c. Understand the doctrinal principles and relationships that are established to govern the activities of the National Command Authority, the Joint Chiefs of Staff and the Unified/Specified Commanders in the preparation of strategic plans and in the provision of strategic direction for the armed forces.

d. Understand the Joint Operation Planning System and the role of the Joint Strategic Capabilities Plan, Operation Plans and Concepts Plans in assisting the Secretary of Defense, the Joint Chiefs of Staff and the Unified/Specified Commanders in conducting deliberate and time-sensitive planning.

e. Understand the rationale for, principles of, and interrelationship between strategic planning, operational planning, and force and resource planning; and the systems that implement these: JSPS/JOPS/PPBS.

f. Recognize and analyze the internal and external realities, ethics, and constraints that shape the planning and resource allocation processes.

g. Understand the current management philosophy, policies and procedures within the Department of Defense.

h. Develop the necessary understanding of these planning processes so that they may be applied in subsequent portions of the curriculum.

COURSE 4 — MILITARY FORCES AND DOCTRINE

This twenty-one day course immerses students in force operational capabilities and operational level doctrine for both the US and USSR. You will assess the crucial interplay of strategy, operations, doctrine and the current capabilities of forces in being.

Objectives. The military professional must understand the principles that undergird the doctrine by which he fights, the capabilities of all his forces, and the nature of the interdependence between strategy, forces and doctrine. The student is, therefore, provided the opportunity to:

a. Analyze the military capabilities of the Army, Air Force, Navy and Marine Forces.

b. Understand current Airland Battle doctrine and its implications for Corps and Echelons above Corps.

c. Apply US doctrine, concepts and capabilities in the employment of: tactical nuclear and chemical forces; assets available to support the Airland Battlefield; tactical intelligence; and command and control at the Corps and EAC levels.

d. Analyze the doctrine, tactics, capabilities, and limitations of Warsaw Pact armed forces in the context of their capacity to wage war.

e. Practice operational level decisionmaking in a simulated environment of the modern battlefield based on your understanding and analysis of US and Soviet military doctrine, strategy, operational art, tactics and ethics.

COURSE 5 — LEADERSHIP OF THE ARMY AND MANAGEMENT OF ITS SUPPORTING SYSTEMS

This twenty-three day course will address "How the Army Runs" and is the one uniquely Army course in the Common Overview. Emphasis will be on force integration through analyses of the various management/information/decision systems and their relationships. A mobilization exercise will close this course and provide the transition into the Conduct of War phase of the curriculum.

Objectives. The senior commander or staff executive must have a comprehensive and practical knowledge of the nature of leadership and management of large, complex organizations and systems if he expects to perform effectively. The student is, therefore, provided the opportunity to:

- a. Perform and communicate effectively in roles as senior decisionmakers, commanders, leaders, managers, and staff members within the principal Army organizations and systems.
- b. Apply leadership/management theory and principles to the management of Army resources and the analysis of current and future Army issues.
- c. Evaluate effectively the Army's interdependent, complex, resource-constrained management systems and their impact on missions today and in the future.
- d. Understand the responsibilities of the Army's leadership concerning military family issues.
- e. Understand the skills and programs necessary to respond to military family issues to improve Army readiness.
- f. Understand the principles and procedures involved in the Army financial management system.
- g. Understand the functions, responsibilities and leadership/management techniques used in installation management.
- h. Understand and apply the key principles and procedures used in the PPBS.
- i. Understand how Army management systems contribute to the total fielding of new systems in a force modernization context.
- j. Develop and articulate a philosophy of command, leadership, and management appropriate at the senior-officer level in the Army.
- k. Understand and analyze Department of Defense and Federal Emergency Management Agency mobilization processes and issues associated with industrial base and manpower mobilization.
- l. Recognize and consider the ethical dimensions of the leadership and management of the Army.
- m. Become familiar with the information systems supporting the Army management systems and decisionmakers.

COURSE 6 — REGIONAL APPRAISALS

This eleven day course builds directly on the national policy and strategy focus of Course 2 and, to some extent, on the Unified Command missions examined in Course 3 and force capabilities analyzed in Course 4. You will gain an understanding of regional issues, conditions and interests in a framework of national regional strategies for the mid-range. Your appraisals will contribute directly to the judgments you will have to make during the Application of Power Courses 7, 8, and 9, and the global military strategy you will develop in Course 10.

Objectives. The military strategist and planner must understand the nature of the international environment, global and regional US interests, as well as regional dynamics, factors, trends, and threats to US interests. Regional dynamics must be especially understood for the planning and conduct of effective military operations below full scale war. The student is, therefore, provided the opportunity to:

- a. Understand and apply the process of developing mid-range global and regional appraisals and strategies.
- b. Understand and assess the environment and US interests and objectives for the next decade, both globally and within the major regions of the world.
- c. Understand the significant characteristics of the major regions of the world and gain an appreciation of the strategic, political, economic, social and military factors and trends of those regions and how they affect US interests and national security.
- d. Gain a more in-depth appreciation of these factors in one major region.
- e. Develop US national strategy for the mid-range both on a global and a regional basis.

COURSE 7 — APPLICATION OF POWER: STRATEGIC NUCLEAR

This five day course expands on the strategic concepts you analyzed in Course 2 focusing particularly on strategic nuclear policies and targeting concepts. Also addressed will be deterrence concepts and nuclear attack considerations.

Objectives. Senior policymakers must understand the very difficult issues surrounding strategic nuclear war and the pervasive influence that being a nuclear power has on all other national security considerations. The student is, therefore, provided the opportunity to:

- a. Understand and derive military objectives in support of political goals and policy regarding general nuclear war.
- b. Understand and analyze the issues related to nuclear deterrence and the employment of strategic nuclear forces in general war.
- c. Understand and apply current plans and policies for the employment of strategic nuclear forces.
- d. Evaluate contemporary issues associated with strategic forces.

COURSE 8 — APPLICATION OF POWER: CONTINGENCY OPERATIONS

In this ten day course, you will focus your skills on contingency planning for limited war in an immature theater and for operations against an insurgency in a revolutionary war environment. You will develop objectives and formulate strategies and operational concepts after analyzing the nature of the contingency. The political, economic and societal factors and trends you analyzed in Course 6 will served as a backdrop for your work.

Objectives. Effective commanders and staff officers at high echelons within the armed forces must have a thorough understanding of the doctrine and capabilities that could be applied in limited and revolutionary wars involving force projection, a variety of conflict situations and foreign internal defense operations. The student is, therefore, provided the opportunity to:

- a. Examine and apply the concepts and doctrine for theater operations in a barebase, limited war, contingency planning exercise.
- b. Examine and apply the concepts and doctrine of Foreign Internal Defense Operations in a revolutionary war contingency planning exercise.
- c. Develop operational concepts to achieve military objectives in a variety of conflict environments.
- d. Develop and analyze strategic deployment concepts which are supportive of alternative operational concepts.

- e. Gain an understanding of the strategic deployment capability of the United States.
- f. Gain an indepth understanding of the military dynamics of selected countries.
- g. Make decisions at the theater level relative to contingency planning concepts.

COURSE 9 — APPLICATION OF POWER: THEATER OPERATIONS

In this ten day course, you will apply your skills to military operations for general war in a mature theater. Joint and combined theater level concepts, plans, operations, and doctrine for echelons above corps will be formulated and analyzed through appropriate exercises.

Objectives. The senior military professional must be able to translate policy into military strategy and operations, and conduct all aspects of general war at the theater level. The student is, therefore, provided the opportunity to:

- a. Assess the Warsaw Pact threat against Western Europe.
- b. Assess the importance of and problems associated with the Atlantic Alliance.
- c. Define military objectives in a general war situation that support the political goals and objectives of the alliance.
- d. Develop operational concepts to achieve military objectives in response to a Warsaw Pact attack into Western Europe.
- e. Understand campaign planning, combined operations and support operations, and other issues associated with the execution of the current NATO military strategy.
- f. Understand the problems involved in conducting coalition warfare.
- g. Examine real world doctrinal issues involved at echelons above corps in a joint and combined environment.

COURSE 10 — GLOBAL APPRAISAL

This five day course provides a capstone for the Common Overview and will challenge your creative abilities in the formulation of a viable near-term global military strategy. You will ultimately have to come to grips in innovative ways with the mismatch between US global commitments and military capabilities — the inherent risks and potential tradeoffs. Your considerations will include the strategic mid-range global appraisal, strategy, and regional appraisals you developed in Course 6, as well as your critical assessment of national security policy, and global military objectives.

Objectives. National security policymakers and advisors must understand and appreciate the complexity of developing global priorities and strategies within the framework of current political, cultural, and economic constraints. The student is, therefore, provided the opportunity to:

- a. Evaluate theories, principles, and policies presented in the Common Overview and apply them to problems of military strategy.
- b. Assess opportunities and risks within each theater from a global perspective.
- c. Develop theater priorities for a US global military strategy.
- d. Analyze and compare alternative strategic concepts to accomplish global and theater military objectives.
- e. Formulate a near-term global military strategy.
- f. Determine the adequacy of current defense policies and military posture to implement the global, military strategy.

ADVANCED COURSES

The Advanced Course Phase follows the Common Overview so that you will be able to concentrate additional study on specific subjects in the academic disciplines of military art and science necessary for your personal or professional growth.

This phase covers a ten-week period in which you will have an opportunity to *select* courses and conduct further independent study.

The objectives of this phase are:

- To further develop your knowledge and skills by concentrating on subjects introduced during the Common Overview,
- To extend professional development through educational support for selected Officer Personnel Management System (OPMS) specialties, and
- To permit preparation for future assignments.

Advanced Courses vary from skill development such as writing, to descriptive studies of existing programs or systems, to research seminars typical of graduate school education. Usually classes are small and instruction is intense, based upon individual research and study. Reading assignments and substantial written or oral assignments supplement the instruction in all courses. Both US Army War College resident faculty and visiting professors, who are recognized as experts in their fields, teach Advanced Courses.

The AY 1984 set of Advanced Courses will be essentially similar to that of 1983 listed below:

MILITARY STRATEGY

Advanced Military Strategy
Arms Control: An Element of National Security Policy
and Planning
Nuclear and Chemical Strategy
Warsaw Pact Strategy, Planning, and Operations
Security Assistance and US Strategy in the 1980s
Molders of 20th Century Strategy
Vietnam War Strategy
Evolution of American Strategic Thought
Strategic Issues of World War II
Low Intensity Strategy, Planning and Operations
Space Strategy, Planning and Operations
NATO Strategy

FORCE AND CAPABILITIES PLANNING

Military Contingency Planning
Force Development and Planning

OPERATIONS

Corps Operations
Comparative Military Systems
Air Power: The Past, Present and Future
Changing Nature of Modern Warfare
Military Command and Control
Echelons Above the Corps
Naval Strategy, Planning and Operations

MILITARY HISTORY

Men in Battle: The Human Dimension in War
Selected Challenges in War and Peace
World War I — A Reappraisal
Voices of War: Perspectives from Participants in
History Concerning Modern Military Problems

COMMAND AND LEADERSHIP

The American Soldier
Contemporary Command
Installation Management
Ethics and the Military Profession

DECISION TECHNOLOGY

Analytical Techniques of Management I
Analytical Techniques of Management II
Cost Analysis
Fundamentals of ADP
Advanced ADP Topics

PERSONNEL MANAGEMENT

Personnel Management

FORCE READINESS AND TRAINING

Managing the Army: Focus on Modernization
Training Systems Management
Mobilization Management

MATERIEL SYSTEMS MANAGEMENT

Logistics Management
Project Program Management
Research, Development, and Acquisition Management

PHYSICAL FITNESS

Fitness of the Army

NATIONAL AFFAIRS

Economics of National Security
Oceans Policy: Implications for National Security
National Security and the American Political System
The Military Officer and the Media
US Intelligence in the 80's

INTERNATIONAL AFFAIRS

Rules of Engagement
US and Western Europe: Alliance Problems and
Prospects for the 1980's
American-Soviet Foreign Policies and Military
Doctrines: A Comparative Perspective
The Superpowers and the Third World

REGIONAL STUDIES

Middle East Political Dynamics
The Soviet Union: Sources and Uses of National Power
Latin American Issues and Policies
China as a World Power
African Realities and Prospects
Southern Africa in Transition

WAR GAMING

Terrorism: The Political-Military Challenges of the
Future
Joint War Game with Air War College
Military History and the Theory of War

OTHER

Writing for Publication

NATIONAL SECURITY SEMINAR

Your final week at the Army War College is the National Security Seminar. During this week, you will review and refine the major national security issues facing the Army and the nation with a number of selected guests representing a cross section of American leadership. The guests bring to the seminar an invaluable variety of civilian experience and points of view to challenge, criticize, and collaborate with your seminar officials oriented on a different theme each day. The discussions will be a series of major addresses by senior government officials oriented on a different theme each day. The National Security Seminar is the capstone of the academic year, providing a final summing up of national security issues, a forum for selected study, the challenge of dialogue with fellow students and citizens, and the opportunity to hear, firsthand, thoughts on these matters from the opinion leaders of the nation.

MILITARY STUDIES PROGRAM

One of the ways you will contribute to your education, to the Army and to the body of knowledge of military art and science is through the Military Studies Program. You must complete one of the four options of this program while in residence at the College:

- Group Study
- Individual Study
- Oral History
- Individual Essay

Group and Individual Study

These studies are conducted under the direction of a faculty study advisor. Topics are based on student interest, national security urgency and the degree to which such efforts promise solutions for, or insights into national security or military problems. Studies to be addressed in groups rather than on an individual basis would depend primarily on the magnitude of the problem defined and the degree to which a multidisciplinary or group approach might contribute to its solution.

Oral History Option

This option consists primarily of a series of detailed interviews with retired senior officers. It is done both to establish a body of information for use by historians and to focus on the nature of successful leadership techniques. The end result is a series of tapes and edited transcripts for incorporation into the Military History Institute archives.

Individual Essay Option

This paper will be an analytical essay appropriate for publication in one of the professional journals. It should address a topical military issue and reflect solid research and original thought.

Option and topic selection generally takes place in the October-November time frame; research is conducted concurrent with the Common Overview and Advanced Course phases; and the final product will be due in late April. This program provides a unique opportunity for you to make a significant contribution to the Army, the Department of Defense, or to your governmental agency on matters of national security. Travel may be necessary and authorized in support of your research for the first three of the four options. Papers of outstanding quality receive a high priority for publication and are forwarded directly from the College to key personnel in the Department of Defense. In the past, copies of student papers have gone directly to the Secretary of the Army, the Chief of Staff, the Commander, TRADOC, and others.

STUDENT REQUIREMENTS

In advance of each course, you will be furnished a Course Directive which will provide you information in great detail regarding: specific course objectives, lesson objectives, student reading and writing requirements, course calendar of events, and other details for each lesson of the course.

In very brief terms, in addition to your reading and reflection for daily preparation, you will be expected to accomplish the following academic requirements during the year:

- Write your Military Studies Paper (select by Oct, due in May)
- Write two long papers: Clausewitz (Oct), Leadership (Jan)
- Write numerous short papers
- Conduct a Regional Appraisal (Feb)
- Participate in numerous student task groups and report these out to your seminar
- Participate in several political military simulations, war games, exercises
- Write a paper for each of four elective Advanced Courses (April-May)

Figure III provides a general chronology of the academic year.

COMPLEMENTARY PROGRAMS

MILITARY FAMILY PROGRAM

The Military Family Program at the US Army War College has two major objectives. The first is to examine the relationship between military family issues and Army readiness in the context of the statement by General E. C. Meyer, USA Retired, that "we recruit soldiers, but we retain families." The second objective is to provide you and your spouse the knowledge and skills required to productively cope with and manage programs in response to these issues in future assignments. To accomplish these objectives, a series of lectures, seminars, and workshops are presented throughout the academic year. Also, a Military Family Program Advanced Course will be conducted. All of these activities are open to spouses.

The major activities of the program for Academic Year 1984 will include:

- **Management of Stress in the Military Family** — This lecture and workshop will examine stress in the military family, including organizational factors and situations common to the military community.
- **Military Family, a Part of the Army as a Unique Institution** — This lecture will focus on stress that is unique to the military family, family health, and the effect of policies and procedures on the well-being of military families.
- **Individual Development in Leadership/Management Skills** — This series of workshops will examine in depth communication skills, group dynamics, and leadership skills.
- **Selection Board Exercise** — This exercise will provide spouses an opportunity to become familiar with the Army's officer selection and evaluation system and selection board procedures.
- **Responsibility for the Military Family from the Perspective of Senior Leaders** — This lecture will examine family issues and the leader's responsibility for military families.
- **Volunteer Management** — This series will provide an overview of the management of volunteer-supported programs. It includes examination of communication, administration, motivation, time management, and control aspects of volunteer programs and a workshop of practical skills in the management of volunteers.

RESIDENT CURRICULUM-ACADEMIC YEAR 1984

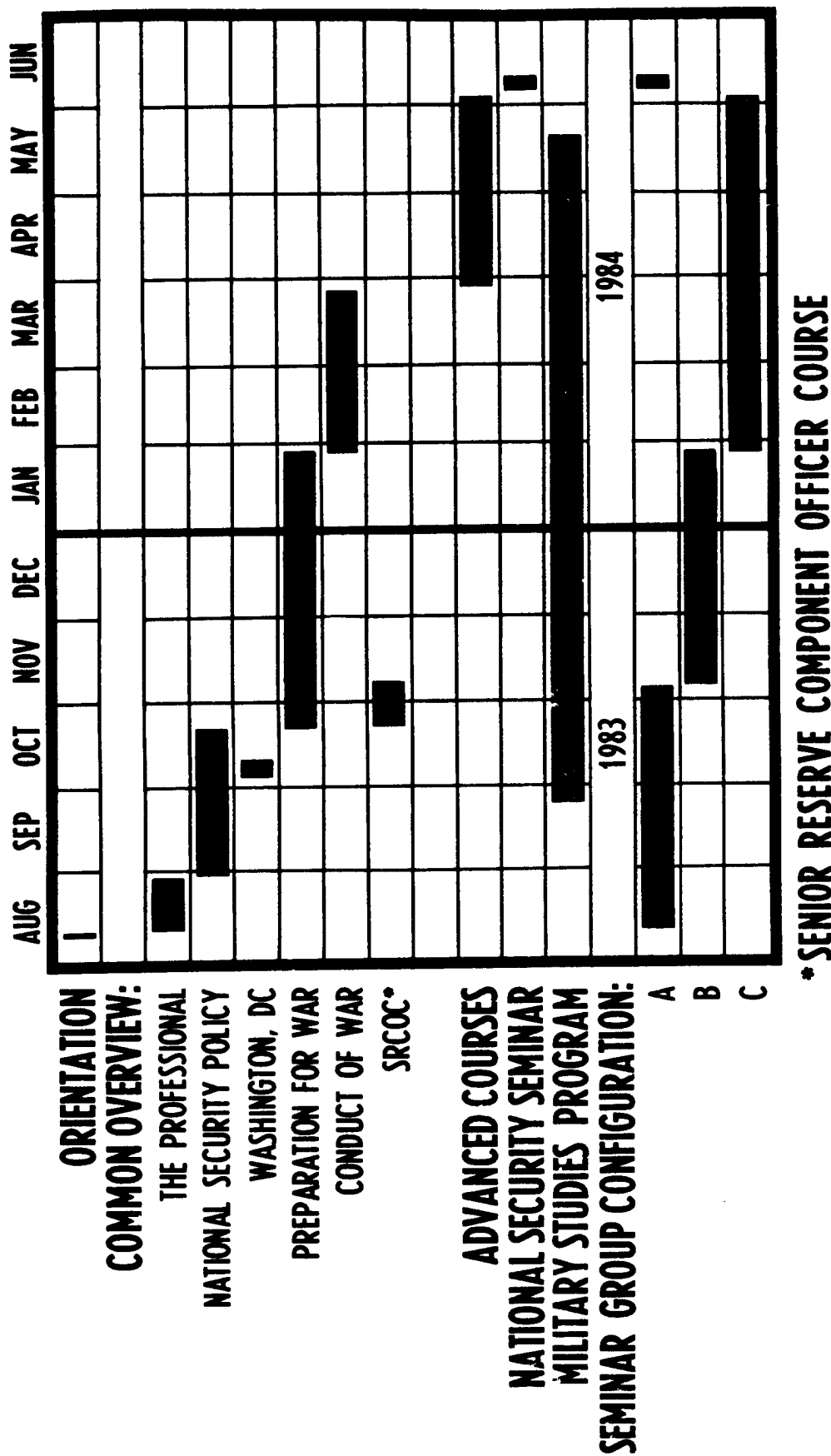


FIGURE III

- **Management of Community Drug and Alcohol Abuse Prevention** — An examination of the issue of alcohol and drug abuse in military families focusing on the knowledge required to develop and coordinate prevention programs.
- **Personal Development and the Military Wife** — This workshop will examine the relationship between volunteer employment and paid employment opportunities from the perspective of both a manager and a volunteer.
- **Individual Development in Designing, Developing and Organizing Group Activities** — This workshop will enhance abilities to organize formal and informal group activities and to practice the skills developed throughout the Military Family Program on assessment techniques, design and development, implementation and evaluation of a variety of programs.
- **Lectures in Support of the Military Family** — This series will provide information on topics such as the Management of Military Family Benefits, Operations of AAFES, and Congress and Military Family Issues.

SPECIAL LECTURE SERIES

You will have the opportunity to attend any number of the College's Special Lecture Series. These lectures complement the Common Overview and add a further dimension to your studies.

- ***Creighton W. Abrams Command Lecture Series.*** Students and faculty members of the Army War College are offered the opportunity to hear distinguished soldiers discuss command, leadership, and other subjects related primarily to land warfare. Following each formal presentation there is an informal discussion with the speaker. Each speaker draws on his own particular experience to discuss what he feels is of significance to a group of professional officers.
- ***Brehon Burke Somervell Management Lecture Series.*** The Army War College program encourages you to sharpen and refine the way you think about the job of managing the Army—to reflect upon your personal philosophy of leadership. The personal dimension of that philosophy is reinforced by two others, the practical and the theoretical. To strengthen the practical, the Army management process is described and discussed by leading practitioners who occupy key roles of managerial responsibility. The Brehon Burke Somervell Management Lecture Series is offered to add the civilian practitioners' perspective and to expand the consideration of the theoretical dimension by some leading academicians.
- ***Elihu Root Lecture Series on Military Strategy.*** The purpose of this lecture series is to add a further dimension to the study of military strategy at the Army War College. Its primary benefit is to those students and members of the faculty who have a high interest in the study of military strategy.
- ***Ethics and Professionalism Lecture Series.*** Professionalism is the overarching theme of the US Army War College Curriculum. The ethics and professionalism series is intended to complement your development of a personal ethical approach to senior-level leadership.
- ***Military History Lecture Series.*** This series provides interested students and faculty members an opportunity to hear prominent visitors and local military historians discuss issues in military history related to the core curriculum.
- ***Perspectives in Military History.*** The Military History Institute provides students and the general public with an opportunity to discuss and analyze events of the past with an eye to the future. Informal once-a-month sessions consist of a presentation by a prominent historian followed by discussion.

ART OF WAR COLLOQUIUM

The purpose of this program is to enhance the professional education of the officer corps through the exchange of ideas in all areas of the art of war in a manner that encourages the search for new insights and new relationships between theory and practice. The goal of increasing professionalism in the officer corps is achieved by: encouraging officers to read and write on the art of war; providing military classics free of charge to those with an interest in the art of war; providing a vehicle for officers to write for publication; and, encouraging the study of large-unit operations.

STRATEGIST PROGRAM

A small group of the College's strategist faculty has a special mission to advise senior field commanders on the contingency planning process. Additionally, this group conducts a special resident program qualifying participants as strategists (ASI 6Z) and planners (ASI 3H). Selected graduates are candidates for assignment to strategist positions on the College faculty and subsequently to positions requiring extensive expertise in high-level strategic and operational planning.

Strategist consultation to the field is conducted primarily through the Tactical Command Readiness and Planning Program (TCRP). This program is designed to assist senior field commanders in solving conceptual problems they have identified, but do not have the resources to solve. Additionally, it is a vehicle for keeping senior tactical commanders abreast of major operational considerations in the deployment and employment of major Army and supporting forces in both contingency and general war situations. The final product presented to the requesting commander may take the form of a programmed text, a seminar game, or a war game/simulation.

CURRENT AFFAIRS PANEL

Some of the most challenging and intellectually rewarding experiences of your academic year might come as a result of your participation in the USAWC Current Affairs Panel. This panel is comprised of a select few students from among those who volunteer for participation.

The Panel visits a number of colleges and universities to participate in scholarly dialogue on contemporary national security matters with the academic community and other interested audiences.

PARAMETERS

Parameters, The Journal of the US Army War College, a quarterly publication, provides a forum to students, faculty, and other authors for the expression of mature, professional thought on national and international security affairs, military management, military history, military strategy, art and science of land warfare, and other topics of significant and current interest to the US Army and the Department of Defense. You will be encouraged to submit appropriate course papers and studies to the editor of *Parameters* for consideration.

ACADEMIC SUPPORT

USAWC Library. The Library is a multifaceted collection based upon a core of 121,000 books and monographs addressing the full gamut of the curricular subjects. Especially comprehensive holdings in management, political science and international relations, military arts and sciences, and contemporary issues are enhanced by extensive special collections of microform, maps, documents, and 1,100 subscriptions to pertinent journals and newspapers.

Various and excellent information data-banks can be accessed via computer terminals, and materials which are not within the Library's collection may be borrowed through a computer-accessed network of US libraries. A special Army data base (OPTIMIS) puts the inquirer in touch with Pentagon action officers and reports, and a Department of Defense information system brings together total DOD documentation within any subject area. Students are invited to allow the Library Reference Staff to participate in the planning of individual research, in order to take advantage of the many specialized information tools available.

Automatic Data Processing. The War College is supported by a medium-sized, third generation computer, a Honeywell 6060. It is accessible through the terminal located in each seminar room. Among the many resources available on the computer are a text-editing system, statistical analysis packages, and a comprehensive library for self-paced computer instruction. Dial-up terminals can be checked out overnight or over weekends, enabling students or faculty to access the computer from their homes.

Audiovisual. The War College color, closed-circuit TV system is capable of broadcasting live or prerecorded shows to every seminar room and several faculty offices in Root Hall. A Library of 750 prerecorded video cassettes is available. These can be played on the cassette players located in each seminar room.

OTHER PROFESSIONAL PROGRAMS

SENIOR RESERVE COMPONENT OFFICER COURSE

The Senior Reserve Component Officer Course (SRCOC) brings approximately 48 general officers representing the seven Reserve components to Carlisle Barracks annually to join the Resident Course for two weeks. The program is designed to provide these general officers of the Reserve components with an opportunity to refresh themselves concerning US national interests and objectives and with current strategic thought. The officers are fully integrated with the Resident Class and provide the Active component officers with valuable insights concerning the opportunities and challenges facing Reserve component commands.

INTERNATIONAL FELLOWS PROGRAM

The United States Army War College provides fellowships of approximately one year to selected senior officers from allied and other friendly nations. International Fellows are afforded an opportunity to study and research in close association with the USAWC faculty and student body. The Program offers an opportunity for senior military officers from allied and friendly countries to participate in seminar groups and to study, research, and write on subjects of significance to the security interests of their own and allied nations; to establish mutual understanding and good working relationships with senior US officers and senior officers of other foreign countries; to extend and deepen the professional qualifications of military leaders of other nations; to enrich the educational environment of the Army War College; and to improve the Fellow's firsthand knowledge of US culture and institutions through study and travel in the Continental United States.

CORRESPONDING STUDIES COURSE

The student body of the Corresponding Studies Course is composed primarily of members of the Active Army, the Army National Guard, and the Army Reserve. A small number of Marine Corps Reserve officers and DA civilians are also selected for enrollment. The enrollment quota for each class is 265 highly qualified individuals. The Army War College Corresponding Studies Program is the only Service nonresident course for which the student body is board selected.

The two-year program is scholarly, demanding, and on a graduate level. It requires a considerable dedication to study, conduct critical analyses, and prepare numerous papers on complex national security and defense issues. It is the only nonresident course among those offered by the Senior Service Colleges that requires periods of residence. It is unique in other ways as well and recognized as such. The American Council on Education, for instance, recommends up to 21 semester hours of graduate university credits for completion of the course.

The course begins with a subcourse on *Command, Leadership, and Management*, followed by a series of subcourses that address *The National and International Environment*. These subcourses comprise the remainder of the first-year correspondence effort, and each focuses on a different region of the world.

Students who satisfactorily complete all six first-year subcourses are certified to their commands as academically qualified to attend the Midcourse Resident Phase, usually scheduled for the last 2 weeks in June. This resident instruction completes the study of *The National and International Environment* and continues the study of *Command, Leadership, and Management*.

The second year begins with the study of the evolution of military strategy and contemporary US strategies, followed by the development of military forces to support the strategies of unified commands, and culminates in the development of a US global military strategy with supporting forces. This process requires the student to take a realistic view of resource constraints and allocations.

Completion of the six second-year subcourses qualifies the student for attendance at the two-week End-of-Course Resident Phase. Graduation takes place at Carlisle Barracks on the last day of this period of instruction.

The USAWC Corresponding Studies and Resident Courses are based on the same core curriculum, and graduates of both courses are considered to have been exposed to the same subject matter. USAWC Resident and Corresponding Studies graduates are awarded the same diploma and receive the same Military Education Level designator on their records. Corresponding students remain eligible for Senior Service College level resident schooling until their graduation.

The significant difference between the Corresponding Studies Course and the Resident Course lies in the process and environment through which the subject matter is taught. The resident course "full-time" student functions in a relatively controlled academic environment, interacting with other students and working at a prescribed pace.

Except for the 22 resident academic days, the Corresponding Studies Course participant meets the course requirements in "isolation" while responding to conflicting military duties or civilian professional requirements. The work pace must always be subordinated to other responsibilities.

The Department of the Army and the Army War College are justifiably proud of the Corresponding Studies Course. It has proven its value both to the individual who has voluntarily undertaken this arduous path to professional development and to the Army which benefits from the improved service he or she contributes after graduation.

US ARMY PHYSICAL FITNESS RESEARCH INSTITUTE

The Army Physical Fitness Research Institute is an integral part of the War College faculty. Responsibilities of the Institute are to:

- Develop and sustain the research foundations for the Army Physical Fitness System.
- Serve as the primary linkage between the Army and external activities in the identification and evaluation of new techniques for developing and sustaining individual physical fitness.
- Coordinate or conduct original Army research in the general areas of physical fitness of the over-40 population; cardiovascular fitness; motivational techniques; physical fitness as a lifestyle; stress management; and strength retention.
- Develop a physical fitness program for the faculty and student population at the Army War College as a prototype program for the Army.
- Provide technical assistance and advice to other Army agencies on exercise, nutrition, weight control, and new physical fitness technologies.

THE WAR GAMING CENTER

The War Gaming Center is an integral part of the War College faculty. The missions of the Center include: support of command gaming by senior field commanders (Corps and above); testing and evaluating new computer and graphics technology; and, evaluating (through war gaming) the doctrine for Echelons Above Corps (EAC) as it is developed by the Army War College.

Students may, on occasion, have an opportunity to become involved in Center activities as supplemental player staffs during command gaming and evaluations of doctrine.

STRATEGIC STUDIES INSTITUTE

The Strategic Studies Institute, an integral part of the faculty of the Army War College, conducts studies for senior civilian and military Army leaders. In accomplishing this mission, the Institute conducts studies which consider:

- The nature of land warfare
- Military strategy and planning for joint and combined theater operations
- Matters affecting the Army's future
- The concepts, philosophies, and theories of strategy; and other issues of importance to the leadership of the Army

Research projects undertaken by the Institute usually fall into four major divisions:

a. *Studies, and Special Reports* deal with critical, broad issues developed as a result of regular and continuous liaison between the Institute and senior Army leadership.

b. *Strategic Issues Research Memoranda* are developed at Institute initiative as the result of individual professional work. These memoranda are single issue, analytical efforts designed to approach strategic issues from a different perspective or to raise and discuss new issues.

c. *Occasional Papers* are less formal efforts and may be highly conceptual; need not be fully developed; or may be intended only to stimulate discussion.

d. *Futures and Long Range Planning papers* deal with the long-range implications of current and expected developments for the purpose of assisting Army policymakers in making today's decisions.

The work of the Institute is conducted independently of the curriculum of the College. However, considerable interface occurs between the two general activities of teaching and research.

a. Military officers and civilian professionals assigned to the Institute constitute a significant source of expert knowledge in support of the College curriculum.

b. The wide variety of studies and analyses undertaken by the Institute can often be enhanced by the contribution of experts, who are present as students at the College. Accordingly, throughout the academic year, students may become involved in supporting SSI research and analytical work on issues of high priority to the Department of the Army in one or more of the following ways:

- (1) Respond to questionnaires or surveys of either the whole or selected portions of the class.
- (2) Participate in formal or informal interviews.
- (3) Participate individually or as a group in an Institute project.
- (4) Review a study for content and conclusions.
- (5) In unique cases, write a special paper for an Institute project. When this occurs, the student's curricular load would be adjusted accordingly.
- (6) Participate in research projects of the Military Studies Program under the sponsorship and guidance of the Institute.

US ARMY MILITARY HISTORY INSTITUTE

To preserve the history and traditions of America's regular, volunteer, and militia land forces, the US Army established the Military History Research Collection in June, 1967 (redesignated the Military History Institute, 1 April 1977). The Institute is the Army's official central repository for historical source material. Its primary mission is preserving historical books and papers relating to the Military History of the US and making these sources available for research by both civilian and military scholars. To accomplish this mission, historical materials from throughout the Army are being brought to Carlisle Barracks. In addition, the personal papers of many distinguished soldiers have been acquired. The Institute holds approximately 300,000 books, over 30,000 bound volumes of periodicals, and more than 10,000 boxes of documents and personal papers. Although only a few years old, the Institute is already nationally regarded as America's outstanding repository for research in the field of military history.

In many ways, the Military History Institute is a descendant of the War Department and old Army War College Libraries. The first War Department Library was established in 1795. By 1840, the Library included approximately 3,000 volumes devoted primarily to the military field. The War Department Library was consolidated with the Army War College Library at Washington Barracks, D.C., in 1914. By 1940, the War College Library was recognized as one of the finest military libraries in the world. When the Army War College was temporarily deactivated in 1946, all of its physical assets, including this library, were turned over to the newly established National War College.

Many of the volumes of the original War Department and Army War College libraries were transferred to the Military History Institute by the National War College. These include a large percentage of the 1840 War Department Library as well as a great share of the 1946 Army War College Library. Thousands of additional volumes have been provided by various Army libraries, state and university libraries, and many individuals.

The Military History Institute's large and rapidly expanding holdings of personal papers provide an intimate and often unique glimpse into the history of the Army. From recruit to senior general, the American fighting man is represented in these papers. Principal officers whose papers are available include former Army Chiefs of Staff General Harold K. Johnson, General Matthew B. Ridgway, and Tasker H. Bliss, plus General Lewis B. Hershey, General James Polk, General James K. Woolnough, Lieutenant General Arthur Trudeau, Major General George Crook, and many other outstanding men. For many of these recent Generals, the Institute has not only their contemporaneous papers but also their recollections and reflections, recorded for the War College's oral history program, which the Institute administers.

General of the Army Omar N. Bradley has designated the Institute as a repository for his memorabilia. A museum display to house these objects was dedicated on the 25th Anniversary of VE Day, 8 May 1970. The Institute also has small but significant collections of other artifacts as well as films, tapes, and phonograph records. Its holdings of photographs and still pictures are especially extensive.

These pictures, papers, and publications cover all of American military history from the colonial period to the present. Particularly well represented are the Civil War, the Spanish-American War/Philippine Insurrection, and the two World Wars. The library, moreover, is well grounded in books on European military history of the Nineteenth and Twentieth Centuries.

The Institute's holdings are accessible to anyone — members of the American Armed Forces, civilian scholars and students, history buffs, and genealogists — with a serious interest in researching any facet of the military history of the United States. Reading rooms and carrels are available to users who come here. Interlibrary loan for most books and reference service for all material are also provided.

Further to serve the nationwide historical community, the Institute publishes a newsletter, Vignettes of Military History, bibliographies of its holdings, and historical studies. Professional historians on its staff teach courses at the War College and give lectures to military and civilian audiences throughout the country. The Institute also sponsors a monthly on-post lecture program on military history. This organization, moreover, hosts a semester-long student internship program in the workings of a major research repository.

Through these means, the Military History Institute preserves the heritage of the US Army and shares that heritage with today's Army, with the historical community, and with the American people.

The Institute's staff supervises the Senior Officer Oral History Program, and its historians teach in both the core curriculum and the advanced courses phases of the academic year. They also sponsor studies in the Military Studies Program. The Harold Keith Johnson Professor of History, a prominent historian on a one-year appointment to the Institute, serves both as a teacher and as a consultant for the College.